

# Internet Search Skills - Review

Dave Wikstrom

Coopersville South/East Elementary



**School District:** Coopersville Area Public Schools

**Lesson Title:** Internet Search Review

**Grade Level:** 4

## Learning Objectives/Targets

I can choose good **keywords** and **search strategies** to get good search results

I can choose a **relevant site** from the millions of search “Hits.”

I can decide if a Web Site is a **credible source**, and is it facts or opinion.

## Standards Addressed (METS)

2a4 Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.

2b4 Students use age-appropriate citing of sources for electronic reports

2c1 Students explore various technology resources that could assist them in pursuing personal goals.

5a1 Students use Web search engines and built-in search functions of other various resources to locate information.

5b1,2 Students perform simple queries on existing databases and report results on an assigned topic.

5c1 Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource

## Lesson Overview (short description)

Sorting through the millions of sites on the Internet can be a challenge for anyone. This lesson is a review for my students and is done to get them ready to research the constitution.

There are several “fake” web sites online that look very real. They are perfect for teaching students about determining website credibility. This lesson is for students who have learned the basics already and are ready for

## Time Frame (number of sessions, length of periods)

2 30 minute sessions

Session 1- Recognizing credible sources

Session 2-Review search techniques

## Teacher Resources (materials, equipment, technology tools or resource)

Presentation software, access to internet sites, projector/whiteboard/big screen visible to students.

Access to Quizlet, Account and class setup in today’s meet.

## Student Resources (materials, equipment, technology tools or resources)

Access to the Internet individually, or in small groups. Access to Google docs and Classroom. Access to class setup in Todays Meet.

**Teacher Preparation** (downloads, links, copies, filtering issues)  
Smart presentation - Search Skills Level 2 (Locations H-Curriculum/Internet)

**Teacher Directions For Lesson** (procedures and activities)

Introduction

Find Smart Lesson at (Slides- H drive/curriculum/Internetsearch)

1-Quick review of Google/Search engine anatomy.

Terms-Search Engine, Keyword, Hits, URL, Domains, Search Result

2-Discuss Learning Targets for this lesson (see objectives/targets)

Hook

1- Have students go to the link on my website Tree Octopus.

2- Ask them to think about the learning targets as they take a close look at the pages and links on the Tree Octopus website. Especially it being a Credible Source. Give them at least 10 minutes to listen to the videos and check the links.

3-Bring the class up front in front of the Smart Board and have the website and the presentation set up to switch back and fourth.

4-Start by asking for feedback on the site. Is it real? Facts? Opinion? How can I tell?

Evaluating Web Sites

1-Introduce the key elements of evaluating web sites. As a class, use the criteria to determine the credibility of the site.

-Is it Facts? Opinions?

-Who published the site? Why is it there?

Is it someone's personal page? A school project?

Is the page written by a reputable source like a college, encyclopedia, researcher?

-What is the URL? The Domain?

-Are there links to the page that go to other good sources?

-What kind of advertisements does the site have?

Practice/Evaluate using new site

1-Pull up the Explorers web site

-Use our “measurement tools” to evaluate the main page as a class. Does the page fit the criteria for

evaluating sites? In what ways? (Smart Lesson)

-Move on to some of the explorer links - have them review the page. While the pages look legitimate,

the dates etc. are all off. Using prior knowledge, it is easy to see this is a fake site. What if we

didn't have prior knowledge? (Using multiple sources)

-Discuss using multiple sources and why it's important.

\*Verify that your information is correct.

\*New sites = new and sometimes better information.

-Have a short discussion about citing sources and why. (More covered in later lesson)

-Sharing Ideas - Use a back channel chat to share thoughts about the page. (Separate short lesson- See 21t4t page)

## **Day 2**

### **Searching the Internet- Search tips**

#### Keywords

- Use at least 4 keywords, not phrased as a question. (Smart Lessn)
- Boolean search techniques - (Smart Lesson)

#### Choosing - How to know what sites to click on?

- Using Google, discuss the “anatomy” of the search engine. Focus on the snippets and how reading them carefully can help you choose a good site and not waste too much time sorting sites.
- Review what to do when you get to a chosen site. What “first glance” techniques can help you choose. Don’t like it or makes you feel uncomfortable? Leave and find another site.

#### Student Assessment and Practice

Students use the Internet/Google to complete this assessment. They also need to open a shared document in Docs. to show their results. It is shared by the teacher and includes a series of questions they must answer as they practice their search. (See PDF of shared doc.)

Be sure to have the evaluation list on the board!

\*They will also learn to share using Google docs and Classroom.

\*Note- the History Channel has some of the best information. So does the Congress site.

<http://www.history.com/topics/constitution>

---

## ***Using the Framework for Instructional Planning***

### **Creating the Environment for Learning (Red Zone)**

**Providing Feedback:** (How will you inform students about their progress toward the objective?)

Initially, class discussions regarding tips for site selection will be followed by a hands on time for the student. This will be followed by another discussion about what they saw and their reactions to each step of the process. This will again be reinforced with another hands on as the class reviews another web site together. Finally, Students will “grade” 3 web sites on their own, using a shared document

that the teacher has provided. They will share their findings with neighbors and get feedback. These will also be graded by the teacher.

**Providing Recognition:** (How will you recognize students who have met the objective?)

Students who are able to fill out each step of the shared doc. As they assess their chosen web sites are considered successful.

**Cooperative Learning:** (How will students collaborate/support each other during the lesson?) They will work together as they share their findings about their chosen website, comparing and contrasting each other’s findings. Turn and talks and class discussions are also an important part of sharing ideas and Ah-Ha moments.

Framework for Instructional Planning  
Copyright © Pearson Education, Inc. All Rights Reserved. Page 71 - Identify the Strategy

Setting Objectives and Providing Feedback	Reinforcing Effort and Providing Recognition	Cooperative Learning
Building Student Capacity: Understanding		Applying Research-Based and Appropriate Strategies

**Teacher use of technology:**

All parts of the lesson are done with Smart board, Smart Notebook, Internet, Google docs, Google sharing.

**Student use of technology:**

Students will use Google and a number of other Internet sites. They will also use sharing in docs.

### Developing Understanding (Orange Zone)

**Cues, Questions, and Advance Organizers:** (What technology resource will you create or use to help cue the learning for the students?) Students will use shared Google doc to organize their thoughts. They will also share with a backchannel chat.

Framework for Instructional Planning  
Copyright © Pearson Education, Inc. All Rights Reserved. Page 71 - Identify the Strategy

Using Student Inquiry: Understanding		Applying Research-Based and Appropriate Strategies
Cues, Questions, and Advance Organizers		
Nonlinguistic Representations		
Summarizing & Note-taking		
Assigning Homework & Practice		

**Non-Linguistic Representation:** (What Non-linguistic Representations can you use or can students use to help them understand the concepts?) - I can create a Wordle or similar tool.

**Summarizing and Note-Taking:** (How will you have students take notes or summarize their learning?) All will be using a Google doc and sharing it.

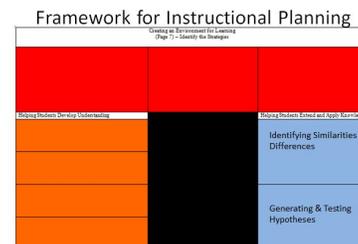
**Assigning Homework and Providing Practice:** (What technology resources can you use--e.g. posting on a class site, assigning a video as “homework” to review and reflect, creating a screencast, etc.)

**Teacher use of technology:**All parts of the lesson are done with Smart board, Smart Notebook, Internet, Google docs, Google sharing, Today’s Meet.

**Student use of technology:**Students will use Google and a number of other Internet sites. They will also use sharing in docs and through a back channel chat. They may also add it to their student website/portfolio, Today's Meet.

## Extending and Applying Knowledge (Blue Zone)

**Select one or both** of the categories for this section. Explain how you will incorporate this category of best practice into the lesson. Indicate how you and/or your students will use technology to help extend and apply knowledge in one or both of the last two sections.



**Identifying Similarities and Differences:** (What comparing/classifying, use of metaphors/analogies can you bring into the lesson?) Students will compare and contrast their chosen websites with partners, and then with the class. What do good websites have in common? Bad websites?

**Generating and Testing Hypotheses:** (Explain how students will be involved in one of the four types of activities in Generating and Testing Hypotheses) In the opening, we will review what a hypothesis is. We will then make an “educated guess” as to whether they believe that not all websites are correct or true. The rest of the lesson will test our hypothesis.

**Teacher use of technology:**All parts of the lesson are done with Smart board, Smart Notebook, Internet, Google docs, Google sharing, Today's Meet.

**Student use of technology:**Students will use Google and a number of other Internet sites. They will also use sharing in docs and through a back channel chat. They may also add it to their student website/portfolio, Today's Meet.

---

**Assessment/Rubric:** share your [rubric](#) link for evaluation below and explain any other assessment tools such as polling or survey tools you plan to use with students during the lesson

---

### Standards:

#### NETS:

2-Communication and Collaboration -

a-Communicate, collaborate, and problem solve with peers

3-Research and Information Fluency-

a-Strategies to guide search fluency

b-Locate, organize, evaluate information

c-Evaluated and select information from sources appropriated for the task.

5- Digital Citizenship a,b,c,d

6-Technology operations and concepts a.

**Standards Addressed (METS)**

2a4 Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources.

2b4 Students use age-appropriate citing of sources for electronic reports

2c1 Students explore various technology resources that could assist them in pursuing personal goals.

5a1 Students use Web search engines and built-in search functions of other various resources to locate information.

5b1,2 Students perform simple queries on existing databases and report results on an assigned topic.

5c1 Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource

---